

## Buckets, Hand Drums, and Tubanos to Play...What Am I Supposed To Do With These Today?

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### PREP FOR DRUM CIRCLE

Set up: Drums in half circle:  $\frac{1}{2}$  at a drum &  $\frac{1}{2}$  sitting in front of a drum

1. Low = center High = Rim
2. Four beat echos with teacher
3. Teach Signal (all on rim)
4. Repeat a 4 beat pattern. Practice signal
5. Add partner switch chant "5,6,7,8, Hurry Don't Be Late! (clap)"

Signal (after "1,2, 1,2,3,4"):



### CREATE YOUR OWN JAM RHYTHM ICE-BREAKER

Quick version: teacher has drums for  $\frac{1}{2}$  the class

1. Create a 4 beat rhythm pattern on the board. (teacher: drum students:body)
2. Add a bass note (or two). Play around until you land on a favorite (t: drum/s:body)
3. Students repeat over and over (on body) while T solos over them (t: drum)
4. Play rhythm/signal/student share/partner switch chant/ repeat. No drum? Dance in middle!

### CREATE YOUR OWN JAM RHYTHM ICE-BREAKER

Extended version set up:: Circle. See set up

Set-up:



1. Play rhythm. Shakers+Movers to the middle and dance (return to spot when you hear the counts for the signal)
2. Signal. Stop and share (change signal words if desire 5-7 kids at a time)
3. Transition chant - all move one to the right
4. Immediately start rhythm again
5. Consider having a "solo" drum at the front. That student doesn't have to play the prescribed rhythm. He/She can play whatever they'd like!



## DREAMING

composed + used w/permission by Jane Barbe



I am dreaming of an ice-cream sundae. I am dreaming of some sprinkles, too.



Hot fudge, cookie dough, peanut butter, yum! What would you put in your tum, tum, tum?

### Main Rhythm

1. Echo phrases with speech.
2. Teacher speaks rhyme. Students clap underlined words (I, I, What)
3. Speak the poem while clapping the underlined words and patting the other words
4. Perform on buckets. Click the sticks on the underlined words.

## B SECTION OPTIONS



Sprinkles yum. Peanut butter Yum Peanut butter sprinkles yum yum!



### Group Free - Improv

1. Point to 8 "ice cream" beats while kids chant word rhythms
2. Gradually take one away each time (starting with beat 8).
3. Kids make up their own 8 beat pattern. This is the B section
4. Consider make it 16 beats: kids can repeat their pattern twice!

### Group Composition

1. Arrange 8 one- beat rhythm cards
2. Practice on bodies. Arrange cards until you like it. Add bass notes
3. Add the extras! Claps, pick up drum, play side, play each other's drums etc....

### SOLOS

1. Open solos
2. Anything goes! Everyone must cheer after every solo

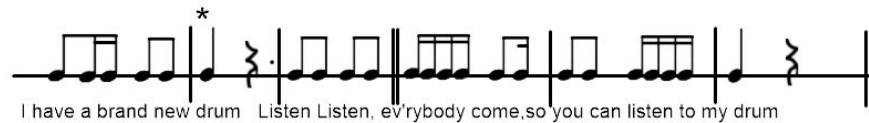
### Optional Accompaniment:



# I HAVE A BRAND NEW DRUM

From the book Playtime written by Shirley McRae. Used with permission from the publisher

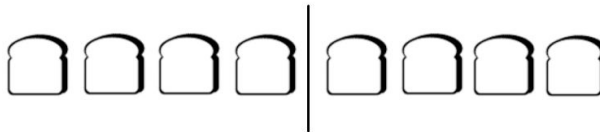
**A:**



Question:



**B:**



## Day One:

1. Active listening (don't provide the visual yet). I have something brand new..what? Speak
2. Show visual. Echo phrases with speech and clapping until memorized.
3. Teacher performs part two of the canon with class
4. Teacher gradually pulls students to play drum with her on part 2 of the canon

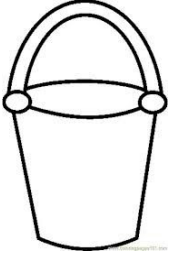
## Day Two:

1. Echo 8 beat rhythm patterns using word rhythms: peanut butter, jam, jelly, bread while pointing to bread boxes.
2. Ask students to make up their own. Repeat. Ask them to try to find one they like and keep it
3. Ask 2 students to share their pattern. Have each of them teach a small group. The remainder of the class: practice the canon
4. Perform: Canon - Group 1 - Canon - Group 2 - Canon - Group 1+2 = Canon

Recommended Resources that served as inspiration for this session:

1. Strategies for Success by Jane Barbe
2. Playtime by Shirley McRae
3. DRUM by Jim Solomon
4. Hand Drums on the Move by Chris Judah-Lauder

## Option 2: Bucket Drumming Notes



# YUCK!

*written by "Coach K"*

[www.bucketdrumming101.com](http://www.bucketdrumming101.com)

### Form for session:

A: both groups play "boom gah boom boom gah..." end: 123,123,12

A1:  $\frac{1}{2}$  play "boom gah"  $\frac{1}{2}$  clicks sticks on "gah" end: 123,123,12

A2: Switch

4 beats rest

B: both groups play "gah gah boom gah" end: 123,123,12

B2:  $\frac{1}{2}$  play "gah gah boom gah"  $\frac{1}{2}$  play A end: 123,123,12

B2: Switch

4 beats rest

C: Solos

A: both groups play "boom gah boom boom gah"

Make up an ending :)

